**ED526 -- <http://ed526internetliteracy.wikispaces.com/>**

**First class – view video “**[**Did you Know**](http://www.youtube.com/watch?v=ECDZbrzkTxk)**”**

[**Internet Security**](http://www.youtube.com/watch?v=DyDh6Szi-iM) **– video – mention the concept of http vs. https**

[**Education Today & Tomorrow**](http://www.youtube.com/watch?v=Fnh9q_cQcUE&feature=related)

[**Digital World: Teachers Today**](http://www.youtube.com/watch?v=W2j9qw-A0NM&feature=related)

[**Classroom of the future**](http://www.youtube.com/watch?v=KXDGN7FSOto&feature=related)

Web Pages

Domain Names – pg. 42-43 Discovering the Internet

Web sites that do not appear after clicking on a link can often be found by manipulating the URL. The status line of the browser will indicate the URL of the page the link should “jump to.” Note the main part of the link and type it in the browser’s address bar.

EXAMPLE: The user clicks on a link that should go to: <http://www.educause.edu/FrequentlyAskedQuestions/660>

However, the user receives a 404: Page Not Found message. Chances are the actual Web page has been renamed or the folder on the Web server has been renamed.

Solution: Position the mouse over the link, note the link in the status bar of the browser, type [www.educause.edu](http://www.educause.edu) in the address bar. From the home page of the Web site, the user will be able to link to the updated FAQ page which might have been renamed as follows

<http://www.educause.edu/FAQS/660>.

URL pg 44 – definition and example

**Top 10 Alternatives to YouTube by David Kapuler**

**Mar 14, 2011**  
**URL:**[http://www.techlearning.com/article/37468](javascript:WebForm_DoPostBackWithOptions(new%20WebForm_PostBackOptions(%22lnkbtnURL%22,%20%22%22,%20false,%20%22%22,%20%22article/37468%22,%20false,%20true)))

YouTube without a doubt is the most popular website for video on the internet. However, this site is cause for concern by school districts due to the inappropriateness of some of its content. For this reason, YouTube is blocked in many school districts around the world (for safer ways to view YouTube videos click [here](http://cyber-kap.blogspot.com/2011/02/top-10-youtube-goodies.html)).  
  
While there are paid solutions for bringing video to the classroom such as [Discovery Education Streaming](http://streaming.discoveryeducation.com/) or [Safari Montage](http://www.safarimontage.com/), there are a number of free websites that provide a nice alternative as well.  
  
Remember when dealing with video it's important to check the content first before viewing with students. Educators must abide by CIPA compliance and not all video sites are safe even when using a school district's filter.  
  
**Top 10 Alternatives to YouTube**

1. [School Tube](http://www.schooltube.com/) - Excellent safe place for students and teachers to share and view video.
2. [WatchKnow](http://www.watchknow.org/default.aspx) -  Wonderful site with 1000's of videos for students in multiple subjects, organized in a clear, precise way.
3. [Neo K-12](http://www.neok12.com/) - All videos on this amazing site are a 100% safe. Also, there is a complete suite of educational tools for educators to choose from, such as quizzes, presentations, and more.
4. [Snag Learning](http://learning.snagfilms.com/) - An interesting site that brings documentary-style films to engage students in discussion and classroom participation.
5. [Qwiki](http://www.qwiki.com/) - A very new (alpha) site that brings an innovative twist on video experience. While the content is still growing, one can't help but notice that amount of promise that is shown here.
6. [Explore](http://explore.org/education/) -  Great site, similar to Discovery Streaming for educational video. Users can either view on the web or download for their own convenience.
7. [Kids Tube](http://kidstube.com/) -  Excellent filtered site for kids' videos.
8. [Teacher Tube](http://teachertube.com/) -  Excellent site for educators to find videos for students and share in the wonderful educational online community.
9. [Vimeo](http://vimeo.com/) - A nice very popular alternative to YouTube. I recommend using with a filter of some sort, or view all content before introducing to students.
10. [Clip Blast](http://clipblast.com/#welcome) - A huge collection of videos can be found on this nice site; must be used in a filtered environment for safety reasons.

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**History of Web 2.0**

The term "Web 2.0" was coined in January 1999 by Darcy DiNucci, a consultant on electronic information design ([information architecture](http://en.wikipedia.org/wiki/Information_architecture)). In her article, "Fragmented Future", DiNucci writes:

The Web we know now, which loads into a [browser window](http://en.wikipedia.org/wiki/Web_browser) in essentially static screenfuls, is only an [embryo](http://en.wikipedia.org/wiki/Embryo) of the Web to come. The first glimmerings of Web 2.0 are beginning to appear, and we are just starting to see how that embryo might develop. The Web will be understood not as screenfulls of text and graphics but as a transport mechanism, the ether through which interactivity happens. It will [...] appear on your computer screen, [...] on your TV set [...] your car dashboard [...] your cell phone [...] hand-held game machines [...] maybe even your microwave oven.

Her use of the term deals mainly with Web design, aesthetics, and the interconnection of everyday objects with the Internet; she argues that the Web is "fragmenting" due to the widespread use of portable Web-ready devices. Her article is aimed at designers, reminding them to code for an ever-increasing variety of hardware. As such, her use of the term hints at, but does not directly relate to, the current uses of the term.

The term Web 2.0 did not resurface until 2002. These authors focus on the concepts currently associated with the term where, as Scott Dietzen puts it, "the Web becomes a universal, standards-based integration platform". John Robb wrote: "What is Web 2.0? It is a system that breaks with the old model of centralized Web sites and moves the power of the Web/Internet to the desktop."

In 2003, the term began its rise in popularity when O'Reilly Media and MediaLive hosted the first Web 2.0 conference. In their opening remarks, [John Battelle](http://en.wikipedia.org/wiki/John_Battelle) and [Tim O'Reilly](http://en.wikipedia.org/wiki/Tim_O%27Reilly) outlined their definition of the "Web as Platform", where software applications are built upon the Web as opposed to upon the desktop. The unique aspect of this migration, they argued, is that "customers are building your business for you". They argued that the activities of users generating content (in the form of ideas, text, videos, or pictures) could be "harnessed" to create value. O'Reilly and Battelle contrasted Web 2.0 with what they called "[Web 1.0](http://en.wikipedia.org/wiki/Web_1.0)". They associated Web 1.0 with the business models of [Netscape](http://en.wikipedia.org/wiki/Netscape) and the [Encyclopædia Britannica Online](http://en.wikipedia.org/wiki/Encyclop%C3%A6dia_Britannica_Online). For example,

Netscape framed "the web as platform" in terms of the old software paradigm: their flagship product was the web browser, a desktop application, and their strategy was to use their dominance in the browser market to establish a market for high-priced server products. Control over standards for displaying content and applications in the browser would, in theory, give Netscape the kind of market power enjoyed by Microsoft in the PC market. Much like the "horseless carriage" framed the automobile as an extension of the familiar, Netscape promoted a "webtop" to replace the desktop, and planned to populate that webtop with information updates and applets pushed to the webtop by information providers who would purchase Netscape servers.

In short, Netscape focused on creating software, updating it on occasion, and distributing it to the end users. O'Reilly contrasted this with [Google](http://en.wikipedia.org/wiki/Google), a company which did not at the time focus on producing software, such as a browser, but instead focused on providing a service based on data such as the links Web page authors make between sites. Google exploits this user-generated content to offer Web search based on reputation through its "page rank" [algorithm](http://en.wikipedia.org/wiki/Algorithm). Unlike software, which undergoes scheduled releases, such services are constantly updated, a process called "the [perpetual beta](http://en.wikipedia.org/wiki/Perpetual_beta)". A similar difference can be seen between the Encyclopædia Britannica Online and [Wikipedia](http://en.wikipedia.org/wiki/Wikipedia): while the Britannica relies upon experts to create articles and releases them periodically in publications, Wikipedia relies on trust in anonymous users to constantly and quickly build content. Wikipedia is not based on expertise but rather an adaptation of the [open source](http://en.wikipedia.org/wiki/Open_source) software adage ["given enough eyeballs, all bugs are shallow"](http://en.wikipedia.org/wiki/Linus%27_Law), and it produces and updates articles constantly. O'Reilly's Web 2.0 conferences have been held every year since 2003, attracting entrepreneurs, large companies, and technology reporters.

In terms of the lay public, the term Web 2.0 was largely championed by bloggers and by technology journalists, culminating in the [2006 *TIME magazine* Person of The Year](http://en.wikipedia.org/wiki/You_%28Time_Person_of_the_Year%29) (*You*). That is, [*TIME*](http://en.wikipedia.org/wiki/Time_magazine) selected the masses of users who were participating in content creation on [social networks](http://en.wikipedia.org/wiki/Social_network), blogs, wikis, and media sharing sites. In the cover story, Lev Grossman explains:

It's a story about community and collaboration on a scale never seen before. It's about the cosmic compendium of knowledge Wikipedia and the million-channel people's network [YouTube](http://en.wikipedia.org/wiki/YouTube) and the online metropolis [MySpace](http://en.wikipedia.org/wiki/MySpace). It's about the many wresting power from the few and helping one another for nothing and how that will not only change the world, but also change the way the world changes.

Since that time, Web 2.0 has found a place in the lexicon; in 2009 [Global Language Monitor](http://en.wikipedia.org/wiki/Global_Language_Monitor) declared it to be the one-millionth [English](http://en.wikipedia.org/wiki/English_language) word.[[15]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-14)

**Characteristics**

A list of ways that people can volunteer to improve Mass Effect Wiki, on the main page of that site. Mass Effect Wiki is an example of content generated by users working collaboratively.

Edit box interface through which anyone could edit a [Wikipedia](http://en.wikipedia.org/wiki/Wikipedia) article.

Web 2.0 websites allow users to do more than just retrieve information. By increasing what was already possible in "[Web 1.0](http://en.wikipedia.org/wiki/Web_1.0)", they provide the user with more user-interface, software and storage facilities, all through their browser. This has been called ["Network as platform"](http://en.wikipedia.org/wiki/Web_operating_system) computing. Users can provide the data that is on a Web 2.0 site and exercise some control over that data. These sites may have an "Architecture of participation" that encourages users to add value to the application as they use it.

The concept of Web-as-[participation](http://en.wikipedia.org/wiki/Participatory_culture)-platform captures many of these characteristics. Bart Decrem, a founder and former CEO of [Flock](http://en.wikipedia.org/wiki/Flock_%28web_browser%29), calls Web 2.0 the "participatory Web" and regards the Web-as-information-source as Web 1.0.

The Web 2.0 offers all users the same freedom to contribute. While this opens the possibility for rational debate and collaboration, it also opens the possibility for "spamming" and "trolling" by less rational users. The impossibility of excluding group members who don’t contribute to the provision of goods from sharing profits gives rise to the possibility that rational members will prefer to withhold their contribution of effort and [free-ride](http://en.wikipedia.org/wiki/Free_rider_problem) on the contribution of others. This requires what is sometimes called [radical trust](http://en.wikipedia.org/wiki/Radical_trust) by the management of the website. According to Best, the characteristics of Web 2.0 are: rich user experience, user participation, dynamic content, [metadata](http://en.wikipedia.org/wiki/Metadata), web standards and [scalability](http://en.wikipedia.org/wiki/Scalability). Further characteristics, such as openness, freedom and [collective intelligence](http://en.wikipedia.org/wiki/Collective_intelligence) by way of user participation, can also be viewed as essential attributes of Web 2.0.

**Technologies**

Ajax programming uses JavaScript to upload and download new data from the web server without undergoing a full page reload.

To allow users to continue to interact with the page, communications such as data requests going to the server are separated from data coming back to the page (asynchronously). Otherwise, the user would have to routinely wait for the data to come back before they can do anything else on that page, just as a user has to wait for a page to complete the reload. This also increases overall performance of the site, as the sending of requests can complete quicker independent of blocking and queueing required to send data back to the client.

The data fetched by an Ajax request is typically formatted in [XML](http://en.wikipedia.org/wiki/XML) or [JSON](http://en.wikipedia.org/wiki/JSON) (JavaScript Object Notation) format, two widely used structured data formats. Since both of these formats are natively understood by JavaScript, a programmer can easily use them to transmit structured data in their web application. When this data is received via Ajax, the JavaScript program then uses the [Document Object Model](http://en.wikipedia.org/wiki/Document_Object_Model) (DOM) to dynamically update the web page based on the new data, allowing for a rapid and interactive user experience. In short, using these techniques, Web designers can make their pages function like desktop applications. For example, [Google Docs](http://en.wikipedia.org/wiki/Google_Docs) uses this technique to create a Web based word processor.

[Adobe Flex](http://en.wikipedia.org/wiki/Adobe_Flex) is another technology often used in Web 2.0 applications. Compared to JavaScript libraries like [jQuery](http://en.wikipedia.org/wiki/JQuery), Flex makes it easier for programmers to populate large data grids, charts, and other heavy user interactions.[[22]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-21) Applications programmed in Flex, are compiled and displayed as [Flash](http://en.wikipedia.org/wiki/Adobe_Flash_Player) within the browser. As a widely available plugin independent of [W3C](http://en.wikipedia.org/wiki/W3C) (World Wide Web Consortium, the governing body of web standards and protocols), standards, Flash is capable of doing many things which were not possible pre [HTML](http://en.wikipedia.org/wiki/HTML) 5, the language used to construct web pages. Of Flash's many capabilities, the most commonly used in Web 2.0 is its ability to play audio and video files. This has allowed for the creation of Web 2.0 sites where video media is seamlessly integrated with standard [HTML](http://en.wikipedia.org/wiki/HTML).

In addition to Flash and Ajax, JavaScript/Ajax frameworks have recently become a very popular means of creating Web 2.0 sites. At their core, these frameworks do not use technology any different from JavaScript, Ajax, and the DOM. What frameworks do is smooth over inconsistencies between web browsers and extend the functionality available to developers. Many of them also come with customizable, prefabricated '[widgets](http://en.wikipedia.org/wiki/Widget)' that accomplish such common tasks as picking a date from a calendar, displaying a data chart, or making a tabbed panel.

**Concepts**

Web 2.0 can be described in 3 parts which are as follows:

* Rich Internet Application (RIA) - It defines the experience brought from desktop to browser whether it is from a graphical point of view or usability point of view. Some buzz words related to RIA are AJAX and Flash.
* Service-oriented Architecture (SOA) - It is a key piece in Web 2.0 which defines how Web 2.0 applications expose its functionality so that other applications can leverage and integrate the functionality providing a set of much richer applications (Examples are: Feeds, RSS, Web Services, Mash-ups)
* Social Web — It defines how Web 2.0 tend to interact much more with the end user and making the end user an integral part.

As such, Web 2.0 draws together the capabilities of [client](http://en.wikipedia.org/wiki/Client_%28computing%29)- and [server](http://en.wikipedia.org/wiki/Server_%28computing%29)-side software, [content syndication](http://en.wikipedia.org/wiki/Content_syndication) and the use of [network protocols](http://en.wikipedia.org/wiki/List_of_network_protocols). Standards-oriented [web browsers](http://en.wikipedia.org/wiki/Web_browser) may use [plug-ins](http://en.wikipedia.org/wiki/Plug-in_%28computing%29) and software extensions to handle the content and the user interactions. Web 2.0 sites provide users with [information storage](http://en.wikipedia.org/wiki/Computer_data_storage), creation, and dissemination capabilities that were not possible in the environment now known as "Web 1.0".

Web 2.0 websites include the following features and techniques: Andrew McAfee used the acronym [SLATES](http://en.wikipedia.org/wiki/SLATES) to refer to them:[[23]](http://en.wikipedia.org/wiki/Web_2.0" \l "cite_note-22)

Search

Finding information through keyword search.

Links

Connects information together into a meaningful information ecosystem using the model of the Web, and provides low-barrier social tools.

Authoring

The ability to create and update content leads to the collaborative work of many rather than just a few web authors. In wikis, users may extend, undo and redo each other's work. In blogs, posts and the comments of individuals build up over time.

Tags

Categorization of content by users adding "tags" - short, usually one-word descriptions — to facilitate searching, without dependence on pre-made categories. Collections of tags created by many users within a single system may be referred to as "[folksonomies](http://en.wikipedia.org/wiki/Folksonomy)" (i.e., [folk](http://en.wikipedia.org/wiki/Folk#Etymology) [taxonomies](http://en.wikipedia.org/wiki/Taxonomy)).

Extensions

Software that makes the Web an application platform as well as a document server. These include software like Adobe Reader, Adobe Flash player, Microsoft Silverlight, ActiveX, Oracle Java, Quicktime, Windows Media, etc.

Signals

The use of syndication technology such as [RSS](http://en.wikipedia.org/wiki/RSS) to notify users of content changes.

While SLATES forms the basic framework of Enterprise 2.0, it does not contradict all of the higher level Web 2.0 design patterns and business models. In this way, a new Web 2.0 report from O'Reilly is quite effective and diligent in interweaving the story of Web 2.0 with the specific aspects of Enterprise 2.0. It includes discussions of self-service IT, the long tail of enterprise IT demand, and many other consequences of the Web 2.0 era in the enterprise. The report also makes many sensible recommendations around starting small with pilot projects and measuring results, among a fairly long list.[[24]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-23)

**Usage**

A third important part of Web 2.0 is the social Web, which is a fundamental shift in the way people communicate. The social web consists of a number of online tools and platforms where people share their perspectives, opinions, thoughts and experiences. Web 2.0 applications tend to interact much more with the end user. As such, the end user is not only a user of the application but also a participant by:

[Podcasting](http://en.wikipedia.org/wiki/Podcasting)

[Blogging](http://en.wikipedia.org/wiki/Blogging)

[Tagging](http://en.wikipedia.org/wiki/Tagging)

[Contributing to RSS](http://en.wikipedia.org/w/index.php?title=Contributing_to_RSS&action=edit&redlink=1)

[Social bookmarking](http://en.wikipedia.org/wiki/Social_bookmarking)

[Social networking](http://en.wikipedia.org/wiki/Social_networking)

The popularity of the term Web 2.0, along with the increasing use of blogs, wikis, and social networking technologies, has led many in academia and business to coin a flurry of 2.0s,[[25]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-24) including [Library 2.0](http://en.wikipedia.org/wiki/Library_2.0),[[26]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-25) Social Work 2.0,[[27]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-26) Classroom 2.0,[[29]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-28) Publishing 2.0,[[30]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-29) Medicine 2.0,[[31]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-30) and [Government 2.0](http://en.wikipedia.org/wiki/Government_2.0),[[32]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-31) .Many of these 2.0s refer to Web 2.0 technologies as the source of the new version in their respective disciplines and areas. For example, in the Talis white paper "Library 2.0: The Challenge of Disruptive Innovation", Paul Miller argues

Blogs, wikis and RSS are often held up as exemplary manifestations of Web 2.0. A reader of a blog or a wiki is provided with tools to add a comment or even, in the case of the wiki, to edit the content. This is what we call the Read/Write web. Talis believes that [Library 2.0](http://en.wikipedia.org/wiki/Library_2.0) means harnessing this type of participation so that libraries can benefit from increasingly rich collaborative cataloguing efforts, such as including contributions from partner libraries as well as adding rich enhancements, such as book jackets or movie files, to records from publishers and others.[[34]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-33)

Here, Miller links Web 2.0 technologies and the culture of participation that they engender to the field of library science, supporting his claim that there is now a "Library 2.0". Many of the other proponents of new 2.0s mentioned here use similar methods.

The meaning of web 2.0 is role dependent, as Dennis D. McDonalds noted. For example, some use Web 2.0 to establish and maintain relationships through social networks, while some marketing managers might use this promising technology to "end-run traditionally unresponsive I.T. department[s]."[[35]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-34)

There is a debate over the use of Web 2.0 technologies in mainstream education. Issues under consideration include the understanding of students' different learning modes; the conflicts between ideas entrenched in informal on-line communities and educational establishments' views on the production and authentication of 'formal' knowledge; and questions about privacy, plagiarism, shared authorship and the ownership of knowledge and information produced and/or published on line.[[36]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-35)

Marketing

For marketers, Web 2.0 offers an opportunity to engage consumers. A growing number of marketers are using Web 2.0 tools to collaborate with consumers on product development, service enhancement and promotion.

Small businesses have become more competitive by using Web 2.0 marketing strategies to compete with larger companies. As new businesses grow and develop, new technology is used to decrease the gap between businesses and customers. [Social networks](http://en.wikipedia.org/wiki/Social_networks) have become more intuitive and user friendly to provide information that is easily reached by the end user. For example, companies use [Twitter](http://en.wikipedia.org/wiki/Twitter) to offer customers coupons and discounts for products and services.[[40]](http://en.wikipedia.org/wiki/Web_2.0#cite_note-39)

**Teaching & Learning Using the Internet**

MCEN00619_0000[1] **Lecture**

The Internet presents a multitude of positive resources for educators and learners. On the other hand, it also presents some challenges. The textbook addresses excellent educational resources including the ISTE, the Discovery Channel site, Interlit (for this textbook), and other well respected educational sites. Let’s look at what the Internet has contributed positively to education.

1. The availability of information to everyone from everywhere: travel to a library is no longer necessary to complete research on many topics, newspaper articles are archived and available online, students taking distance learning courses usually have full access to the institution’s library resources, and researchers have the ability to share information worldwide.

2. Media, static and streaming, target more learning styles than textbooks and lectures alone. The visual learner and the auditory learner now have more and better learning resources. Students with disabilities have more choices for learning than ever before even as assistive technology continues to evolve.

3. Distance learning is no longer delivered via correspondence courses or telecourses, but via Web-based instruction that might include text, audio, video, animation, and collaboration among participants. Distance learning has spawned an entire industry of software dedicated to creating course management systems, videoconferencing systems, and collaboration systems.

4. Choices for learning have increased for students. Learning material is easily accessible to students as enhancement to any learning environment including virtual field trips, virtual science projects, and videoconferencing or online communication with an expert in any field of study.

5. Distance learning via the Internet allows many individuals to pursue advanced degrees who would not otherwise have that opportunity because of the physical distance to an institution of higher learning.

Though education has been enhanced and is evolving to take advantage of Internet technologies, there are challenges that educators and students should note. There remains a digital divide – those having access to the Internet and those who do not. Grants and initiatives to overcome this divide in the U.S. are ongoing. The availability of information on the Internet makes it easy for students, researchers, and professionals to plagiarize. A renewed interest in protecting copyrighted information and Web sites devoted to assisting educators with detecting plagiarism are paramount in the teaching and learning community. Assessing the authenticity of a student’s learning in a distance learning environment is also a “hot topic” for educators and employers.

As Bill Clinton once remarked, “[Advances in computer technology and the Internet have changed the way America works, learns, and communicates. The Internet has become an integral part of America's economic, political, and social life.](http://en.thinkexist.com/quotation/advances_in_computer_technology_and_the_internet/336997.html)"

MCj03326800000[1] **Activities**

All delivery modes

Use simple search strategies to define and give examples of the following:

* Learning Management Systems (LMS)
* Content Management Systems (CMS)
* Assistive Technologies
* Digital Divide

Choose a current lesson from the PBS Teachersource site and assign students a short paper or discussion forum posting about their impressions of the lesson. Instructors should preview the course prior to the assignment.

[**http://www.pbs.org/teachersource/**](http://www.pbs.org/teachersource/)

Students should include the following information in the report: types of media used in the lesson, opportunities for collaboration, opportunities for students to expand learning based on the lesson, personal opinion of the lesson.

Chapter 5 -- Netiquette

**SPAM**

Yes, SPAM was named after the famed canned meat product assuming that SPAM is the least desired of all canned meats. SPAM is unwanted and unsolicited e-mail or newsgroup/listserv messages. Most SPAM is of a commercial nature to encourage the recipient to buy a product, but SPAM can be chain letters, contest entry opportunities, or just information that is useless to the recipient. SPAM is so prevalent that the U.S. Government (and many others) and state governments have enacted laws to regulate the use of SPAM and punish those who violate the laws. Two of the most recent laws: CAN –SPAM Act (2003) and the Anti-Phishing Act of 2004 are legislation enacted specifically to mandate the consequences for these illegal online activities. Hoaxes, like SPAM, are unsolicited. A hoax might cause serious harm by way of scamming unsuspecting victims or “virtually” threatening someone. For instance – lottery winner scams claim the recipient has won a foreign lottery but the recipient must send money to get the big winnings. Some hoaxes scare recipients warning of someone offering to carry groceries then abducting elderly individuals. Hoaxes also include PHISHING which is a way to get personal information from individuals because of the trust already given to a known source. The AOL Database Corruption Scam caused millions of AOL users to give personal information which might have been used for identity theft.

Spam and hoaxes may also spread viruses to a computer. E-mail attachments are notorious for spreading viruses. E-mail users should not open e-mail from any source with which he or she is not familiar – just delete the e-mail.

Lurking is actually an o.k. thing to do on the Internet. After joining a listserv, newsgroup, or chat; it is a good idea to lurk around watching the postings of others before jumping in with comments. Users might find that the listserv or chat topic is not what was expected and choose to unsubscribe from a listserv or leave a chatroom. On the other hand, the user might find that his or her contribution will be welcomed and useful to others in the particular cyber community.

The linguistic anger portrayed in Internet messages is termed “flaming.” A flaming Internet communication might cause the sender problems professionally or personally. It is a good idea to think twice before clicking the send button after composing an e-mail that flames the recipient.

All caps used in Internet messaging indicates the user is shouting. All caps might also be used to show emphasis, but it is routinely considered as rude.

**Smileys, Emoticons, and Acronyms**

Note: Internet messaging shortcuts were developed to minimize typing – but they are fun, too!

Smileys are actually graphic images that may be included in messages.

Emoticons are combinations of typed characters which look somewhat like facial expressions.

Three-Letter Acronyms (TLAs) are used for phrases rather than typing the entire phrase.

The textbook lists some TLA’s. Explore Netlingo from Interlit for an extensive list of all Internet messaging acronyms.